

## **Developing an English Reading Materials For the Tenth Grade Students of Multimedia Study Program in SMK Sabililah Pasuruan**

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### **Abstract**

This study was to develop the English reading materials suitable on the Contextual Teaching Learning (CTL) for the tenth grade students of vocational high school. The design of this study was Research and Development (R&D). The steps on this study were need analysis, study of reading theory, development of the product, expert validation, field testing and final product. The researcher did some revision according to the expert validation and the field testing until the goal of product was ready to be published. Product of this study was a textbook of reading materials which focused on increasing reading skill. This reading material was developed on the students' need and interest. Based on the result of the questionnaire given after doing field testing, it showed that the students enjoyed the learning activities through the use of the reading material development since the material development focused on multimedia as the students' major.

*Keywords:* material development, English reading material, English for specific purpose

In ELT context, reading is one of the four language skills taught to learners. It is defined as an attractive reading process construct a meaningful the symbol of text using effective reading strategies (Abbas: 2016). As one of receptive skill, it is important for students to master reading skill. They should have a good understanding of all aspects of reading such as main idea, inferences and vocabulary. Therefore, reading activity is important for vocational high school students especially to reach the passing grade for reading comprehension. The purpose of teaching English reading is to develop the students' ability to be effective in reading.

Vocational high school prepares the students to have life skill (Rahmawati & Joko: 2017). It provides students with many programs such as multimedia and other programs. In this case, the students tend to focus on their program. English has become one of subjects that needed to be adapted with those programs. Therefore, for some reasons, teaching English reading has become a major discussion. Since English plays as the second language, the mastery of vocabulary becomes the most important thing in reading activities. It is supported by Abbas (2016) that in reading activities, the readers construct a meaningful representation of a text.

Many English books in vocational high school have provided four skills listening, speaking, writing and reading in every chapter. This notion has been listed in the new 2013 curriculum as the essential skill to be mastered due to its contribution on the academic purposes. Unfortunately, it has brought unsatisfactory report such as there are many students

of vocational high school especially at tenth grade students who are not qualified enough on their reading activities.

Depend on the problem analysis that has been conducted, the lack of vocabulary contributed a problem in this point. Students in vocational high school are demanded to read some reading material include the multimedia study program. There are many technical terms in multimedia which cannot be understood by the students.

Meanwhile, English teacher in SMK Sabilillah Pasuruan is facing some problems. A common problem faced by the teacher was that there was no teacher's hand book that provided an appropriate reading text. In fact, the English book that they used for learning English is actually general without any specific material. Most of the available books of multimedia study program are to general material like a senior high school and the vocabulary level in the books are considered difficult for the student. It impacts to the students' enthusiasm in learning English reading since the materials of the books are general. It doesn't fulfill the students' need especially in multimedia program. There isn't any topic that discusses this program. Some genre texts were added in their book such as recount and narrative text. The examples in each topic don't represent the program that the students take. Therefore, it is needed a book that concerns to ESP since it is created based on the students' need (Faizal: 2016).

Similar kind of study has been done by some previous researchers, one of them is Andripratama (2016) "*Developing An English Reading Material For Student Of Midwifery Academy Of Health Polytechnic dr. Soepraoen Malang*" the researcher conducted at Midwifery Academy Of Health Polytechnic dr. Soepraoen Malang. As the result of the study, the students were enthusiasm in learning activities since the materials were relevant to their department.

Another study was conducted by Indraswari (2015) "*Developing Supplementary English Reading Materials Using Task Based Language Teaching for the tenth Grade Students of Senior High School*". The research conducted at Senior high school on tenth grade students, the research used Task-based language teaching in developing supplementary reading material. As the result of this study, the students were agreed to supplementary reading material that has been developed, and also the students were able to complete the course book task. She concluded that, the supplementary material was complete by study guide, based on the expert judgment the quality of the supplementary material development could influence the students in writing skill and it was appropriate with tenth grade students. Finally, the material that has developed also can be applied by adding some material to help the students to comprehend the reading material.

Each researcher in the previous studies had their own characteristic technique in research. The research tried to find the best technique and approach in English language teaching. Concerning with this case, there are many approaches that might be appropriate in teaching reading. Therefore, in this study, the researcher used Abbas (2016) model of reading process to be good approach on developing reading material.

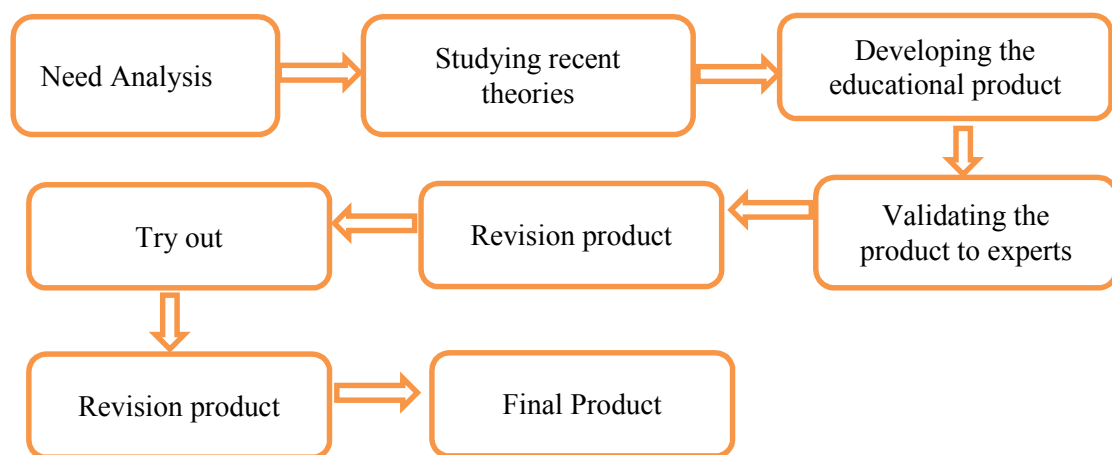
As a solution, the student's need is an appropriate material in their major. Materials play important roles such as initiating learning and providing input for students (Rachmawati & Suharso: 2016). It is supported by Rimma (2017) state that developing appropriate language materials for English for Specific Purposes (ESP) is an essential component of its practice. They provide much exposure to vocabulary, technical terms and information related to a certain discipline.

## Method

This study implemented Research and Development (R&D). As noted by Borg and Gall (2003, p. 569), Educational R & D is one of the research design which is aimed to develop the educational product through evaluation and investigation in education field. Again, Latief (2013, p. 171) stated that “educational research & development is research design aimed at developing educational product like curriculum, syllabus, text books, instructional media, modules, assessment instrument, etc.”

The procedure of the development on this study involved eight steps as follow by: Borg and Gall (2003).

**Figure 1 the step of development**



## Results

Material development aimed to solve the problem that the students have in learning English especially in writing material and also the development material aimed to repair and improve the product that has been existed. In this case, interactive instructional media or product is really needed in every educational institution, through this point indicated that the developed material is important in education. Regarding to this point, the developer used reading process approach in reading material based on need analysis.

In the need assessment, this study has found problems on reading, and then the researcher studied the theories of making new educational product was quite significant in research and development issue. In this case, the students perception represent with the recent theories.

Meanwhile, need assessment followed by developing the material with students have been filled in the need assessment. The materials were developed into three units and three sub-topics based on the syllabus of the multimedia program analysis with the basic competence and standard competence that stated in the curriculum 2013. The materials used the same approach in three units.

The following table is the mapping material in which the researcher developed the reading material.

**Figure 2. The mapping material**

NO	UNIT	TOPICS	VOCABULARY	OBJECTIVE	ACTIVITIES
1	Graphic Design	<ul style="list-style-type: none"> <li>• The define graphic design</li> <li>• The example application of graphic design</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce the word related to the text</li> <li>• Define word related to the word</li> </ul>	<ul style="list-style-type: none"> <li>• Explain graphic design</li> <li>• Mention the example application of graphic design</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the function of graphic design</li> <li>• Comprehend the ideas about graphic design</li> </ul>
2	Web Design	<ul style="list-style-type: none"> <li>• The define web design</li> <li>• The important thing that must be mastered in web design</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce the word related to the text</li> <li>• Fine the meaning related the word</li> </ul>	<ul style="list-style-type: none"> <li>• Explain web design</li> <li>• Mention the types of web design</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the important thing in web design</li> <li>• discuss goal and objective</li> </ul>
3	Animation	<ul style="list-style-type: none"> <li>• The define animation</li> <li>• Type of animation</li> <li>• Differences 2D and 3D</li> </ul>	<ul style="list-style-type: none"> <li>• Find the word related the meaning</li> <li>• Fine the synonym</li> <li>• Predict words by answering the question</li> </ul>	<ul style="list-style-type: none"> <li>• Explain animation</li> <li>• Describe paragraph content</li> <li>• Construct the duty of form</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the shape of animation</li> <li>• Discuss the differences between 2D and 3D</li> <li>• Comprehend requirement 2D and 3D</li> </ul>

The aspects reviewed by the experts covering the objectives, design and layout, topics, organization of materials, content, coverage, language, instruction and task. Based on the validation form given to the experts, it was found that there were some appropriate points and inappropriate points which needed to be revised in the material. The appropriate aspects included objectives, topics, coverage, language, instructions and task. However, the inappropriate aspects were the design and layout, organization of material and content. The followings are the explanations of aspects of validation needed to be revised:

The first aspect needed to be revised was about the design and layout. The illustration in unit I should be able to describe and represent the main point in unit I. So the researcher needed to add the illustration of picture. Each source of the pictures should be written below the picture. By adding the illustration, it was expected that it could make the book looked more attractive. Besides, each unit should be added with the goal of the reading activities. It was hoped that by providing the reading goal, the students could have a general description about the aim of learning the materials.

The second aspect was about the organization of the materials. The task including various forms of vocabulary practice, grammatical review and comprehension should be organized appropriately according to the degree of importance. In addition, the vocabulary practice should be applied not only in unit I but also other units. Since the book was designed for students of multimedia, the organization of the material should focus on the technical terms of multimedia.

The third aspect was about the content. Even though basically the content covered the basic knowledge of multimedia major, the experts had already given some suggestions about the content. The first point was about the grammar. The researcher was suggested to check again the sentence structures in the exercises and the examples. They added that some instructions needed to be rechecked about the grammar. The second was about grammar exercises. The experts suggested adding some exercises relating to grammar in the text because it would help students understand the sentences. The third was about the questions. The questions in the exercises should be developed with the higher order thinking questions to develop their reading comprehension. The fifth was about the pronunciation. There should be a pronunciation guide for the students since it would give the students guidance to pronounce and read better.

In general, the field testing could run well. The students were enthusiast to study the materials that the researcher made. It was because the pictures either in the beginning of each unit or in the materials were applied. In the meeting, the students looked easy to learn the topics and do the tasks. The topics which were related to their major eased them to understand the materials.

Done the meeting, the researcher distributed questionnaire to the students to some information about the capability of the book. It contained some questions related to the layout, usefulness, effectiveness and attractiveness. The result of this questionnaire would be used as the consideration for the researcher whether the book needed to be revised or not.

Based on the questionnaire, the researcher could find that most students liked the materials. It could be seen that there were 89.29 % or twenty five of twenty eight students liked the materials. Those students argued that by giving an interesting picture, they were motivated to learn English. In addition, the lists of vocabulary in each unit helped them understand the text more easily. They were also attractive by giving phonetic symbol of some words. However, there were 10.71 % or three of twenty eight students disliked the materials. Those students explained that they never liked English subject. Therefore, it can be concluded that the overall of the book could be applied for the students of multimedia major.

The findings of the field testing based on the researcher's observation indicated that the materials could be applied well. Related to the topics, the students were interested in learning the materials. It happened since the topics were related to multimedia as the major the students took. Therefore, they were enjoyable during learning activities.

Furthermore, dealing with the tasks, the students were enthusiast in doing the tasks. Since the tasks were made either individual or group, the students could discuss with their friends. It could minimalize the difficulties of the tasks. By grouping the students could interact and be more active in learning English. However, there were students who didn't show enthusiasm in completing the tasks.

Based on the language aspects, it could be inferred that the language could be understood easily. It was supported with the lists of vocabulary in the materials. It could help them understand the materials and complete the tasks easily. Therefore, the students could learn the materials without many difficulties.

Based on the result of observation, the materials were generally could be applied for the students of multimedia major of SMK Sabilillah. The topic was closely related to their major. Therefore, the students were eager to learn the materials and do the tasks. The various tasks which were provided individual and group could create collaborative activities among students so that the class was more active in learning activities. It was supported by the clear instruction. The students could do the tasks seriously even though they sometimes chatted with their friends about other topics.

The final product consisted of 4 units. They were 1) graphic design, 2) web design, and 3) animation. Each unit contained passages with various tasks including questions and answers, word matching, gap filling, vocabulary building, true/false statements, phonetic symbols and grammar exercise. The tasks were varied to provide the students with learning activities which were designed for individual and group. Therefore, it is expected that both can encourage and build the students' understanding about reading and how language is used for specific and communicative purpose.

The final product was designed attractively by providing colorful pictures and illustrations to increase the students' interest in learning English. The illustrations represented the ideas of passages. Therefore, they could help the students understand the text.

The content of materials was made based on the students' program namely multimedia. It discussed about what the students' needed in multimedia. Therefore, the genre texts were not added in this product since those texts weren't needed for students of multimedia program. Some technical terms for multimedia were added.

### **Conclusion and Recommendation**

The major objective on this research is to solve the problem faced by the students of tenth grade students of SMK Sabilillah Pasuruan for second semester in reading skill. With the analysis of class and students' need, the researcher found that there are three points of problems. The first was that the students' interest in learning reading was low since the materials given in the textbook were not related to their program. The second was that the students were difficult in understanding the materials due to the lack of vocabulary mastery. The third was that the existing textbook they were used also does not provide an interesting design and layout and colorful pictures.

As a solution, the researcher produced reading material in form of textbook for tenth grade students of vocational high school in Pasuruan, East Java, Indonesia. It can make them increase their eager in reading activities since the material development on this product was composed based on the syllabus of the students' program, added with colourful pictures and completed with vocabulary exercises. After carrying out the study, the study get some suggestions related to the research findings and discussion.

For the institution, it is suggested that the result of the development materials will be used in this school since the students are more attractive in learning English with the relevant material of their major. The institution also should provide more reference books and English dictionary for the students to develop their skill in English.

For the English teachers, it is suggested to use this book to improve the students' reading ability. Since this book has been developed based on the students' need, it is expected that the materials are suitable with their major and help them get the qualified English learning activities. The teacher is also suggested to motivate the students in every meeting in the classroom to practice their English skill.

For the students, it is suggested that they use this material to enhance their skill especially in reading. Since these materials have been developed related to multimedia as their major, it is hoped that they could help students learn and enjoy the learning activities. For other materials developers, this product can be used as the reference to develop other materials. It is suggested to develop materials for the second semester of the multimedia students and to develop materials for other skill and major.

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